

Fox Lake Grade School District 114
Data Discussion
(20 Minutes or less)

1. Predictions (2 Minutes)

Before looking at the data, make predictions about what you will observe. Think about what you assume, predict, wonder, or believe you will learn from the data.

Reading: about $\frac{1}{4}$ will be below the 25th percentile overall; language & writing will be our lowest category

Math: about $\frac{1}{4}$ will be below the 25th percentile overall; algebraic thinking will be our lowest category

2. Observations (5-7 Minutes)

Look at the data presented and document your observations. Remember to record only **facts**. Think about what you observe, what patterns you notice, and what you may be surprised to see.

Reading: our lowest category was tied between language and writing & foundational skills (29% below the 21st percentile); overall we have 29% of students below the 21st percentile (71% at or above the 21st percentile)

Foundational growth percentiles:

-29% below the 21st percentile

-30% 21st-40th percentile

-17% 41st-60th percentile

-16% 61st-80th percentile

-9% above 80th percentile

We were surprised to see that our starting scores for students this year were lower than our fall scores for our first graders last year.

Reading Recovery screening data suggests that the lowest areas were CAPs (concepts of print) and dictation (hearing and recording sounds).

Math: our lowest categories were geometry (39% below the 21st percentile) and operations and algebraic thinking (37% below the 21st percentile); overall we have 39% of students below the 21st percentile (61% at or above the 21st percentile)

Operations and algebraic thinking growth percentiles:

-37% below the 21st percentile

-18% 21st-40th percentile

-17% 41st-60th percentile

-20% 61st-80th percentile

-8% above 80th percentile

We were surprised to see that only 8% of students were above the 80th percentile.

S=Specific/Strategic
M=Measurable
A=Attainable
R=Relevant/Realistic
T=Timely/Time-Bound

3. Make Inferences (10 Minutes)

Make inferences regarding the data observed in step 2. The inferences may include:

- Explanations
- Identification of additional data to confirm or refute explanations
- Possible solutions or responses to data
- Identification of data needed to determine if possible solutions are working

Reading: looking at our AimsWeb, CFAs, Reading Recovery testing data, and Words Their Way data, we feel that it matches our low starting scores for MAPs. We plan to make that a focus during Morning Meeting. We've already started a foundational blending group during flex time. We will use our CFAs, AimsWeb progress monitoring, and Reading Recovery/Reading Intervention testing to determine if our interventions are working.

Math: looking at our AimsWeb data, we feel that it matches our low starting scores for MAPs. The iReady lessons will help students catch up on some of these math skills, along with pulling small groups during our Day 5 lessons to reteach concepts during math lessons and flex groups. We will use the Ready Math quizzes to determine if our interventions are working.

4. Develop Data-Driven SMART Goal based on "Fence Post" Inferences in Step 3 (10 Minutes)

-By Winter MAPs testing _____, 78% of our students
(date/time interval) (%/#/measure)

will be at or above the 21st percentile in foundational skills.
(intended outcome)

-By Winter MAPs testing _____, 68% of our students
(date/time interval) (%/#/measure)

will be at or above the 21st percentile in operations and algebraic thinking.
(intended outcome)

S=Specific/Strategic
M=Measurable
A=Attainable
R=Relevant/Realistic
T=Timely/Time-Bound